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ENDOWED EDUCATION, *and* OXFORD *and* CAMBRIDGE COLLEGE  
FELLOWSHIPS. *By* JAMES HEYWOOD, M.A., F.R.S.

[Read before Section (F), of the British Association, at Cambridge,  
October, 1862.]

NUMEROUS accounts of local charities are sent in, from time to time, to the Charity Commissioners of England and Wales. In 1860, there were 13,929 accounts of charities sent in to the Commissioners, and in 1861 the number of these accounts submitted to them increased to 17,594.

Direct relief in the administration of charities may be afforded by the Commissioners under the Charities Act of 1860, in all cases where the trustees apply to the Commission, and the charge in such cases is inconsiderable on the charity funds.

This facility of obtaining relief in the administration of charities, has occasioned a diminution of applications to judicial courts on the part of trustees of charities. In 1860 there were, in charity cases, under the Commission—

75	applications to the Court of Chancery
143	„ to county courts,
<hr/>	
218	to judicial courts
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Whilst in 1861 there were, in charity cases under the Commission, only—

32	applications to the Court of Chancery
7	„ to county courts
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39	„ to judicial courts
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Special applications are requisite to obtain the valuable aid of the Charity Commission, and the Commissioners do not possess the power to initiate proceedings in any charities whether connected with physical relief, or the formation of habits of industry and providence, or in charities which are available for educational purposes. It is not the custom of the Charity Commission to inquire into the nature and system of education in the charities under their control, with a view to the improvement of plans of public instruction.

A general digest of the value and purposes of charities, whose accounts have been submitted to the Commission, is in progress, in

which a summary of the information obtained for several counties and important districts will be arranged and condensed under the care of the Commissioners.

Some central authority possessing the power of periodically visiting and inspecting endowed educational institutions, would be of importance to determine the best means of improving educational endowments.

An extension of the powers of the Committee of Privy Council on Education, would facilitate such an inspection of endowed educational institutions, and the recent Royal Commission on Popular Education, under the presidency of the Duke of Newcastle, has reported in favour of a transference of the powers of the Charity Commission to the Committee of Privy Council on Education: the circumstance of the president of that committee being a peer, and the vice-president a member of the House of Commons, would secure ready access to each house of Parliament, in favour of maturely considered measures of amelioration.

Inspection of endowed grammar schools, under the care of the Committee of Council on Education, was particularly recommended by the Royal Commission on Popular Education, but the visitation of grammar schools alone does not provide a sufficient remedy for the unsatisfactory routine of education often kept up in those institutions.

When the British Association for the Advancement of Science met at Cheltenham some years ago, the writer of this paper asked the Rev. Dr. Dobson, head master of Cheltenham College if more science could not be introduced into the Cheltenham College system? In reply, the head master mentioned, that it was the general wish of the parents who sent boys to the college at Cheltenham, that their sons should have that instruction which would enable them to obtain scholarships and fellowships at Oxford and Cambridge. Dr. Dobson was of opinion that an alteration should first be made in the requirements for scholarships and fellowships, before changes could be effected in the public school system.

Since that time, competitive examinations for the Indian Civil Service, for the Engineers and Artillery at Woolwich, as well as for the Foreign Office, and for situations in foreign embassies, have given a new impulse to the study of modern languages and modern science.

A Royal Commission, presided over by the Earl of Clarendon, has been appointed to inquire into the state of the largest and most richly endowed English public schools.

A wide spread spirit of discontent is observable at the present day, with reference to the continuance of plans which in several cases limit public school education principally to Greek and Latin.

Sir Charles Lyell noticed in his evidence, presented to the Oxford

University Royal Commission, in 1850-1, that he was acquainted with a school containing seventy boys, in which five boys were annually prepared for either Oxford or Cambridge, and that the system of education for the remaining sixty-five boys was conducted in the same manner, principally on classical subjects, which the masters deemed expedient for the small minority intended to proceed to one or other of the ancient English universities. The attractions of the pecuniary rewards of scholarships, fellowships, &c., are so powerful, that, in fact, the subjects of examination for these emoluments control nearly the whole of the higher educational system of the country.

Lord Brougham, in recently addressing the members of the Scarborough Mechanics' Institute, observed, that when a great and renowned King of Sparta, Agesilaus, was asked "What ought boys' to be taught," he answered, "Teach them that which they are likely to find will be of most service to them when they are grown older."

College statutes at Oxford and Cambridge, have, under the university acts of Parliament of 1854 and 1856, been already in some degree revised, but the subjects of examination for scholarships and fellowships have been very seldom modified.

A long career of school and college education may be considered to terminate at 22 or 23 years of age, and a college fellowship of 200*l.* a-year, tenable for about ten years, may be regarded as the principal reward of successful scholastic study at that period of life.

Let us inquire into the subjects of examination, to prepare for which, the intellectual labours of probably fourteen years of youth have been devoted, and which are exemplified in the annual examination papers for the fellowships of Trinity College, Cambridge.

For five days the Trinity College fellowship examination is continued at Cambridge, and the examination papers in 1861 were given to the candidates in the following order:—

#### *First Day.*

9—12. Greek prose to be translated into English; passages from Plato, Lysias, Theophrastus, and Polybius.

1—4. Greek poetry, including passages from Homer, Euripides, Apollonius of Rhodes, to be translated into English prose, and some lines from the Greek anthology, to be rendered into English verse.

#### *Second Day.*

9—12½. Latin prose and Latin poetry, comprising passages from Cicero, Livy, Plautus, and Propertius to be translated into English.

*Third Day.*

9—1. Mathematical questions, in geometry, algebra, trigonometry, mechanics, dynamics, optics, hydrostatics, and astronomy.

2—4. A passage of English prose to be translated into Latin prose.

*Fourth Day.*

9—12. Logic, questions on the philosophy of Plato, Aristotle, and Cicero, the ancient and modern views of mental and moral philosophy, the writings of Locke on the human understanding, the sermons of Butler relating to human nature, the economical tenets of Paley, Bentham, Mill, &c., with questions on constitutional law, and on the meaning of words.

1—4. High mathematics, involving abstruse calculations and difficult investigations.

*Fifth Day.*

In the morning :

A passage of Latin prose to be translated into Greek prose.

A portion of English tragic poetry to be rendered into Greek iambs.

In the afternoon, 1—3 :

Greek verses, from Epicharmus, to be translated into English.

Short Greek fragments to be translated.

Questions on Greek plays and the early Athenian constitution.

Greek epigrams, proverbs, and phrases to be translated.

Greek verses to be corrected.

Derivations and original meaning of numerous Latin terms.

Criticism of the military conduct of certain Roman military leaders in the second Punic war.

Constitutional changes in the Roman republic.

Roman views of their own relation towards Italy and the rest of the world, after the first and second Punic wars, and the second and third Macedonian wars.

Sketch required of Latin literature, from B.C. 253, to B.C. 153

Places of the following eight letters :—C, F, G, H, Q, X, Y, Z, in the Latin alphabet, to be accounted for.

Original identity of certain Latin and Greek words to be proved.

At Oxford, college fellowships are usually bestowed exclusively as the rewards of success in the classical examination for honours at the time of the bachelor of arts degree, and Latin composition is constantly required in all the colleges of Oxford. Students who obtain college scholarships, are expected to keep up their classical

reading, as undergraduates, and to become candidates for honours in Greek and Latin subjects on taking their B.A. degree.

The addition of a new general university examination, called "Moderations," at Oxford, has had the effect of introducing a fresh university test of classical acquirements in that ancient seat of learning for undergraduates.

Fortunately, the excessive devotion of time, for three consecutive years, at Oxford, to classical pursuits, is found inconvenient with reference to a suitable preparation of candidates for the ministry in the Church of England; and a desire is manifest to diminish the period of general studies to two years instead of three years at the ancient universities.

In July, 1862, a paper was read at the Church Congress in Oxford, by Dr. Ellicott, Bishop of Gloucester, recommending a reduction of the general course of reading for undergraduates at the ancient English universities, to two years.

The Bishop of Gloucester advised the institution of a theological examination for divinity students, at the end of the third year of academical residence, suggesting, in his proposal, a year of professional study after two years of preparation for the degree of Bachelor of Arts.

For a large majority of the students who are preparing for the ministry in the Church of England, such an arrangement would be highly advantageous, and it is already partially anticipated, as professional lectures on divinity are frequently attended in the third year of residence; and various subjects are set for the third year examinations, both in the colleges and for the ordinary B.A. degree in the university, which are similar to those required in the ordination examinations of the Church of England.

During the first two years of undergraduate residence at Oxford and Cambridge, secular and general subjects usually occupy the attention of students, with which the degree of Bachelor of Arts would be naturally connected.

A separate examination would become requisite for college fellowships, as the high amount of reading expected for the B.A. degree with honours, at the end of three years of study, could not under existing circumstances be expected at the end of two years.

College fellowship examinations govern, in a large measure, the whole system of higher endowed education in England and Wales. Schoolmasters are frequently selected for the largest grammar schools from the class of college fellows. When installed into the chair of office, it is their highest ambition that their pupils should succeed in obtaining college scholarships and fellowships at Oxford and Cambridge.

Years of preparation in the art of composing Latin and Greek

verses, and in turning English prose into either Greek or Latin, are usually requisite for success in classical fellowship examinations. We know, however, of one case, where a highly accomplished classical student at Trinity College, Cambridge, succeeded without Latin and Greek verses, in obtaining a fellowship. Mr. Edward H. Bunbury was advised by his tutor, that as he had not been educated at a public school, he could not compete with public school men in Greek and Latin versification, and that he would utilise his exertions by devoting himself to prose composition in the ancient languages of Greece and Rome. The advice so given, was followed, and led to a successful result.

Dean Peacock, formerly fellow and tutor of Trinity College, Cambridge, strenuously urged the abolition of exercises in Latin and Greek versification in academical examinations, on account of the time necessary to acquire the art of making verses in dead languages, and the speedy loss of facility in composing such verses, when the practice of writing them had ceased for some years.

In ordinary grammar schools, the art of good handwriting is often spoiled by an incessant scribbling of bad Latin and Greek verses. In the great school at Eton, some years ago there were only about 15 masters for 770 boys, or hardly 1 master for 50 boys, and the present proportion does not exceed 27 masters to 800 boys; this paucity of superintendence may perhaps be the result of the ancient system of exercises in the composition of Latin and Greek verses forming a large portion of the work assigned to the pupils, and occupying many hours of time for the boys, whilst verses require a comparatively short time for revision and correction by the masters.

An authorized inspection of the higher system of endowed education, can only be carried out by the Committee of Privy Council on Education, as the head of public instruction in this country; and an extension of the powers of that body, so as to include endowed educational institutions under their superintendence, would be of national importance.

Scientific professors are, in general, not sufficiently remunerated at Oxford and Cambridge, and as there are about 500 or 600 college fellowships in the two ancient universities, of which at least 50 or 60 fellowships become vacant every year; the transference of a larger portion of these emoluments when vacant, for the endowment of professorships in modern subjects, may be considered.

It is remarkable that one of the principal results of endowed education for young men, should be the maintenance of a system of composition in Greek and Latin verses, which is almost entirely useless, in the majority of instances, after the age of 22 or 23, and that education for young ladies, which has never received the patronizing assistance of rich endowments, should include in a well

managed school, instruction in the modern languages of French, German, and Italian, lessons in English grammar, and belles-lettres, as well as in the elegant accomplishments of music, singing, and drawing.

Let the counsel of the ancient Spartan monarch, recently reiterated by Lord Brougham, be followed in the system of endowed education, that the students may be taught what they are likely to find will be of most service to them when they arrive at a man's nature.

In the examinations for college fellowships at Oxford and Cambridge, exercises in the composition of Latin and Greek verses should no longer be set, and an alternative should be allowed between prose composition in Latin and Greek, and translations from English into French and German.

English history and English composition should be regarded, and science encouraged, by the bestowal of suitable collegiate rewards on their most distinguished votaries.

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